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ABSTRACT

A study was conducted to identify problem areas in journalism curriculum and programming which had been considered in previous years by the California Journalism Articulation Committee, a body composed of journalism faculty from two- and four-year colleges, and to identify current problem areas, both nationally and in California, for future consideration and action. Four areas of concern were identified as a result of a literature review, a study of the Articulation Conference of California, and a three-round Delphi study completed by 20 participants. These were: (1) curriculum coordination and change; (2) credit-unit transfer problems; (3) communication between institutions; and (4) acceptance of the certification process, and adaptation of the California Journalism Articulation Committee certification plan to both two- and four-year colleges. Problem areas identified through the various sources are presented in checklist style. Appended are data and comments resulting from the Delphi portion of the study. (JDS)

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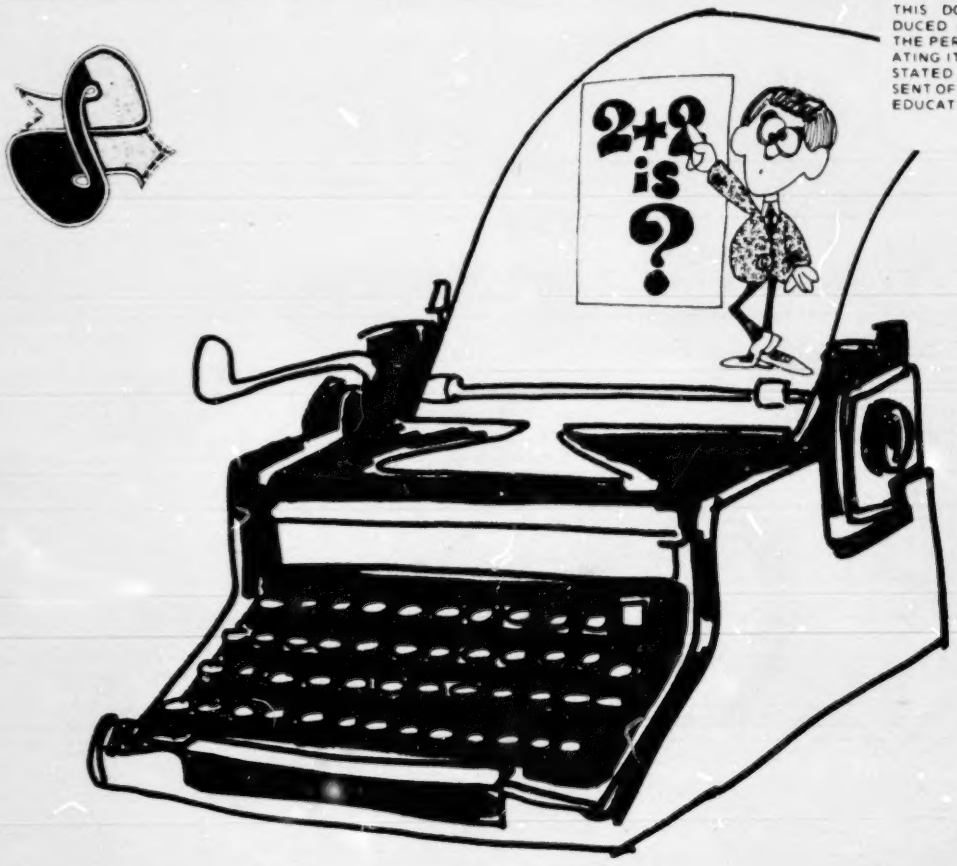

The Role and Function of the California Journalism Articulation Committee

Summary Report of Research Findings

By Steve Ames

Spring 1977

The Role and Function of the California Journalism Articulation Committee

Summary Report of Research Project Findings

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Abstract

The Role and Function of the California Journalism Articulation Committee

This study was designed to describe, analyze and interpret the role and function of the California Journalism Articulation Committee in light of its history and possible areas of concern in the future.

As a means of carrying out this project the author assimilated data from (1) the literature, (2) a study of the history and development of the Articulation Conference of California, (3) a review of the minutes of the committee which dates back to 1971 and its predecessor committees which met in 1959, 1960 and 1963, and (4) the results of a Delphi study mailed to the present eight committee members and 12 others at their recommendation.

The overall results of the project were focused on (1) the major problem areas found in college journalism programs' articulation between two- and four-year institutions, (2) journalism curriculum-related subjects that were brought to the attention of the committee and its predecessor committees in California, and (3) a series of priority actions to be considered by the California Journalism Articulation Committee.

The first round of the Delphi study brought 74 usable open end statements. Following a second round quantitative ranking by the panel,

a t-test with a .05 level of significance and a critical value of 1.96 was developed and applied to the statements. Twenty-one statements were found significant according to the t-test; these were reduced to 15 by combining similiar qualities in the statements.

These concluded that the crucial areas to be considered for exploration by the committee were in the areas of (A) college curriculum, (B) credit-unit transfer problems, (C) communication between institutions and (D) implementation of the certification process at community college journalism programs.

Further delineation of these areas showed the primary concerns to be:

A. Curriculum - (1) more coordination on changes, (2) a periodic check on two-year college course content, and (3) adequate English skill preparation.

B. Credit-Unit Transfer - (1) more upper division flexibility, (2) the number of units being transferred in journalism, (3) the 12-unit "good faith" plan, and (4) statewide list of 40 accepted lower division general education units.

C. Communication - (1) visits to and evaluation of senior institutions by community college instructors, (2) statewide meetings on articulation, (3) information exchange between high school, two- and four-year colleges (4) value of publications courses at community colleges, (5) follow-up study of two- and four-year students, and (6) transitional feedback on student progress to two-year instructors

D. Certification - (1) acceptance of certification process by two- and four-year institutions, and (2) adaptation of California Articulation

Journalism Committee certification plan to both two- and four-year programs.

In addition, further areas were indicated in two- to four-year journalism articulation as brought out in the literature, journalism articulation meetings and third round qualitative responses from panelists involved in this study.

As a result of this project, recommendations are that (1) the California Journalism Articulation Committee should review the findings, (2) report findings should be circulated to journalism teachers at high schools, community colleges and universities, and (3) interested individuals should be encouraged to use this study's findings and do further research into a specific problem area.

JOURNALISM ASSOCIATION OF COMMUNITY COLLEGES

This report, an expansion of the dissertation summary chapter for "The Role and Function of the California Journalism Articulation Committee," is published by the Journalism Association of Community Colleges, California, to serve the purposes of the California Journalism Articulation Committee -- presentation to the committee on January 15, 1977, during meeting at Long Beach City College, California.

The Role and Function of the California Journalism Articulation Committee

I. Summary

In making a brief review of this research project, it is initially important to look at the background of articulation in journalism and other disciplines wherein the student can move rapidly if a smooth transition process has been initiated between the sending and receiving institutions; but wherein the student is forced to break stride and lose time or enthusiasim when he is inadvertently slowed by either institution.

California has long been a leader in the articulation process with the Articulation Conference of California being established in 1919 and the California Journalism Articulation Committee formed in 1971.

Taking a serious look at the problem then, the researcher is quickly able to see that while the state is a forerunner in articulation matters by the interest which have created agencies for a smooth student transition, the solutions to the multi-complexities of forces are not so easily arrived at. The surface of the problems have been barely scratched. Back in 1954, Gordon Greb investigated the needs of the two-year journalism programs and a year later Dwight Bentel asked what would happen if students in mass communications survey courses ended up electing to major in journalism.

Esther Davis researched the problem of community college journalism programs in Southern California in 1956, John Gothberg looked at Northern California community college journalism programs in 1963, Art Margosian delved into curricular concerns in 1971 and Roy Wilson sought certification criteria in 1973. Meanwhile, state two- and four-year journalism teachers began meeting informally in 1959, 1960 and 1963 and then in 1971 formed the permanent California Journalism Articulation Committee.

On a national level, DeWitt Reddick in 1966 declared the necessity to link two- and four-year journalism; Lester Benz the same year reported that the American Association of Schools and Departments of Journalism were in favor of assisting community college journalism programs; and the Association for Education in Journalism, the four-year accrediting agency, was beginning to bring pressure upon their member colleges to review more closely community college transfers. With these factors as a backdrop, indeed encouragement was abundant for national articulation of journalism programs between community colleges and senior institutions. Thus, the national committee on journalism articulation, under the auspices of the Community College Journalism Association began working on its program evaluation guidelines in 1971 as Californians Roger Graham and Tom Kramer were among those providing leadership.

Problem

The California Journalism Articulation Committee, working as a partner with the national articulation committee for six

years by 1976, had reached a pivotal point in that it had accomplished four major tasks, but also had set aside many others during its tenure of organization. During its near half dozen years, it had formed a permanent committee, established a 12-unit journalism course transfer credit agreement, published a booklet on lower division journalism courses at four-year public and private universities in the state and developed an instrument for program certification.

Therefore, at this juncture it was the suggestion of Will Sims and Margosian, co-chairmen of the committee through January, 1976, that it would be appropriate to carry out a research project which would appraise the role and function of the committee as it moved on to other topics.

Following a review of the literature, the purpose of the project became:

1. To discover the major problem areas found in college journalism programs' articulation between two- and four-year institutions.

2. To ascertain journalism curriculum related subjects brought to the attention of the committee and its predecessor committee in California.

3. To develop a series of recommendations which would establish direction for the California Journalism Articulation Committee.

Procedures

Methods used to study the purposes of this project were:

1. To study the available literature to list the major

problem areas in articulation: curriculum, credit-units, and other areas as appropriate.

2. To summarize the history and development of the California Articulation Conference of which the California Journalism Articulation Committee is a part.

3. To review the minutes of the California Journalism Articulation Committee and its predecessor committees to develop a list of subject areas and categorize them as either resolved or unresolved.

4. To mail a Delphi study questionnaire in three rounds to eight members of the present articulation committee of two- and four-year college journalism faculty in California and two of their counterpart references in the state. With one duplication this produced a potential panel of 23.

a. A cover letter accompanied each mailing. While names of the participating panel are included on a general list in the final results, anonymity has been maintained in the open-end, quantitative and qualitative portions of the project. This fact was mentioned in all letters to the panelists. Anonymity was a part of this project to encourage an open exchange of ideas among participants in the study.

b. On the first mailing each committee member was asked to respond with three problems in journalism program articulation in each of the three areas: curriculum, credit-units and other areas as appropriate. In addition, each was asked to give the names of two other journalism teaching counterparts on two-year campuses for the community college committee members and at four-year institutions --either public or private -- for the university

respondents. (Asking for two more names from each respondent on the committee seemed justified in order to widen the study response possibilities and, in turn, asking for two instead of one solved the problems brought on by committee respondents who might suggest the same name.)

c. The second mailing went to all those recommended by committee member respondees. They too were asked to respond with three problem areas in journalism articulation (curriculum, credit-unit, others as appropriate) exactly the same as the committee had been asked. The cover letter to these educators noted that they had been selected by a member of the committee to participate, but the name of the person making the recommendation was not revealed.

d. Return of the first and second mailings of round one by all but one person who said he wasn't interested in participating brought the total to 22 participants and constituted the end of round one.

e. The follow-up mailing was a second round questionnaire which asked panelists to respond to journalism articulation problems in curriculum, credit-units, and other areas as listed in the survey on a numerical scale from zero to 10.

f. Return of the second round questionnaire by 20 participants with two more requesting not to be panelists constituted the end of round two.

g. Quantitative results were tabulated by a Honeywell Information System (nee: Xerox) 560 computer for each problem area with a frequency distribution being created for a 0-2, 3-7, 8-10 and no-response grouping (Appendix A). Statistical tables were designed to illustrate the quantitative data.

h. Results of round two from the remaining 20 panelists were listed in per cents. This information and a request for a qualitative response by panelists became the third and final round.

i. Means were calculated by the computer for each of the 74 items. The item having the highest mean was identified. A t-test was then developed to identify those items having mean values which were not significautly different from the highest mean. Using $\alpha = .05$, 21 items were found to have t values less than 1.96 which was the critical value of t for significance (Appendix B).

j. Individual comments on program area significance were reviewed and categorized for presentation in narrative form. (Appendix C).

5. To draw conclusions from the data collected and list them.

6. To make recommendations based on the data collected to the California Journalism Articulation Committee.

II. Summary of Research Findings

The project was designed to answer three questions: (1) Where are the two- to four-year institutional journalism transfer

problems nationally? (2) What are the pertinent college articulation questions in California? and (3) What would be the opinions of problem areas from a survey of the California Journalism Articulation Committee and a potential 16 additional recommended panel members?

The answers to the first question were found in a review of the program articulation literature between various disciplines in general and the specifics of journalism program articulation. Next, answers on discussion points of the California Journalism Articulation Committee and its predecessors came from a review of minutes from 20 meetings dating back to 1959, 12 years before the creation of the committee. The three round Delphi questionnaire mailed to the panel brought more recent information about problems needing exploration, as was noted in an evaluation of responses to 74 statements by the panel of 11 two-year and nine four-year teachers including four community college and four senior institution members of the committee (Appendix D) whose recommendations of two counterparts each brought a better focus upon the current issues of curriculum, credit-transfer, communication and certification. These will be dealt with in the following outline:

Curriculum

A. As discussed in the literature:

1. A more frequent review of lower division offerings by two-year and four-year schools

2. The development of subject-matter done between institutions cooperatively on a long-range basis

B. Journalism articulation meeting discussions:

1. Standardization of course titles on two- and four-year campuses

2. Accurately weigh the value of two-year college newspaper/magazine participation

3. Information on course outlines of all lower division journalism courses at two- and four-year campuses in state are needed

4. Uniform course descriptions could be created as found in Los Angeles Community College District schools

C. Quantitative survey findings:

1. More coordination on curriculum changes by four-year institutions needed so two-year colleges will be kept abreast of necessary transfer information

2. A check should be made of course adequacy in lower division journalism programs

3. Basic English skill preparation of journalism students should be studied

D. Qualitative reflections:

1. Less regimentation imposed by both levels, two- and four-year programs, unto one another to allow more experimentation

2. More emphasis on teaching basic English skills at lower division level

3. A complete review needed of how news reporting classes are taught and especially what is included during the second semester course

4. Should internships be offered at both two- and year level?

5. Offer basic news editing in lower rather than at upper division level

6. Encourage students to take more general education courses and fewer journalism courses in lower division

7. Monitor courses, grades, programs between levels

Credit-Transfer

A. According to the literature:

1. Uniform grading practices at two- and four-year institutions

2. Pre-requisites established for intermediate courses at two- and four-year colleges

3. Upper division courses not included for transfer credit at community colleges

4. Lower division classes for transfer are lower division at four-year institutions as well

5. Credit is not awarded for lower division technical courses

6. Academic advisement problem solved to discover whether it is the journalism instructor or guidance counselor who should assume the role of counseling at the community college level.

7. Effective orientation programs for the transfer student

B. Journalism articulation meetings:

1. Personal interview with students by receiving institution

2. Give formal news writing test to students at either sophomore or junior level

3. Termination of discriminatory practices by four-year institutions

4. Uniformity of transfer patterns

5. Two-year college approved course listing for transfer purposes

6. Problems created for American Council on Education for Journalism member accredited university departments when two-year journalism students arrive with excess journalism units

7. Allowances for publication credits upon transfer

8. A possible separation between general and technical education units at ACEJ accredited schools

C. Quantitative survey findings

1. More flexibility in upper division programming

2. Review of excessive number of journalism units by transfer students

3. Acceptance of 12-unit journalism transfer plan in "good faith"

4. Recommended 40 general education units of lower division courses accepted for journalism major by four-year institutions

D. Qualitative reflections

1. Testing students as sophomores or juniors

2. Consideration of above 12-units of journalism granted from two-year colleges because the courses arm the student with the maximum amount of academic experiences as would be possible in a four-year degree program

3. A review of the problems caused to four-year programs when they must give blanket approval to all two-year journalism course work

4. Need for more communication courses in journalism program to accommodate broad needs of journalism graduates

5. Need for more resource catalogs for two-year counselors to be in better position to advise journalism majors

6. Allow students to work as interns on community newspapers with or without credit

Communication

A. Discussed in the literature:

1. More use of state articulation conference as a source of information and agreement negotiation

2. A healthy mutual respect or feeling of partnership created between two- and four-year faculties

3. More circulation of useful materials between institutions

4. Joint use of facilities where possible

5. More opportunities for students to visit four-year campus departments of intended major

6. Written policies on transfer which are established when no crisis exists

7. Articulation conferences at universities where two- and four-year journalistic colleagues are invited

8. Funding and space considerations by receiving institutions on long-range basis

9. Statewide advisory committee to investigate future needs of journalism programs for the student and the profession

B. Journalism articulation meetings

1. Develop system of feedback from students after transfer

2. Study of A Master Plan for Higher Education in California, 1960-1975, adopted in the 1959 session as Assembly Concurrent Resolution No. 88, for applications to journalism.

C. Quantitative survey findings:

1. More visits and evaluation at the local senior institutions by two-year college journalism instructors where a majority of their students transfer

2. More statewide meetings where the two- and four-year journalism teachers could discuss their mutual articulation matters

3. Need for communication of journalism information between high schools, two- and four-year schools

4. Methods to assist four-year professors to see the value of two-year college publication courses

5. A study of transfer students after graduation with journalism baccalaureate

6. Success of two-year, four-year articulation

Certification

A. Discussed in the literature:

1. Necessity to get ready for certification before two-year schools are forced into it

2. Necessity of on-site evaluation of two-year journalism programs

B. Journalism articulation meetings

1. Creation of certification instrument

2. Lack of response by two-year colleges to being certified

C. Quantitative survey findings:

1. Information on acceptance of certification by two- and four-year colleges

2. A review of the possibility that four-year universities would adopt the California Journalism Articulation Committee process of certification

D. Qualitative reflections:

1. What is value of a certification where friends evaluate friends

2. Does two-year certification process too closely parallel the ACEJ's process and thus discriminate against the one-man department?

III. Conclusions

This study produced 15 major conclusions as found in the quantitative analysis in round two of the questionnaire. Using these as a primary source, the following would be initially considered as vital conclusions:

First, under curriculum:

--There should be an effort made to create more coordination on curriculum changes by four-year institutions so that two-year colleges will be able to keep abreast on the necessary transfer information for their students.

--Two-year colleges should make a periodic check on their course offerings to be certain that they give the student at least as much content as the same course if offered at the four-year institution.

--Schools offering lower division journalism courses should also be certain that their students meet the necessary requirements in English skills preparation.

Second, under credit-transfer:

--More flexibility should be created for the upper division student who wants to take courses in print and broadcast journalism along with advertising and public relations.

--A review should be made of the number of journalism units that lower division students are taking at community colleges.

--The 12-unit "good faith" plan should be evaluated as to the problems that the transfer student has, if any, and what students are getting full credit for and whether they are being forced to accept zero/or partial credit for community college journalism courses.

--A statewide list of 40 accepted general education units of lower division courses should be created for journalism majors.

Third, under communication:

--More visits and evaluation should be encouraged at local senior institutions where the majority of the two-year journalism major students transfer.

--Statewide meetings should also be encouraged where the major topic is two-four-year journalism articulation.

--Exchange of information among the high school, two-and four-year journalism teachers should be encouraged, because like the two above in this category, it will bring about mutual understanding and respect among those who teach journalism.

--Two-year college teachers feel there is a value in the offering of newspaper and magazine publications courses. They are intent upon making a case for the value of such courses in what they do to help the student develop his journalistic skills.

--A study would be in order to see where the student who transfers to a four-year school goes after receiving a bachelor's degree, how he rates his community college and senior institution journalism experience as he prepared himself for the market place.

--There is a question of success of two-four year articulation. Instructors would like to know the problems and otherwise in assisting the student's transitional process.

Fourth, under certification:

--Information is sought on the actual acceptance of the certification process by the two- and four-year journalism programs.

-- There is a feeling that the California Journalism Articulation Committee plan of certification could be adapted to both two- and four-year journalism programs.

In addition, further areas where problems were indicated in two- to four-year journalism articulation, as brought out in the literature, journalism meetings and qualitative responses from panelists involved in the study, are listed here as a secondary source of conclusions:

For one, in curriculum:

-- There could be a need to review course offerings, titles, subject-matter, descriptions and outlines on long-range basis.

-- An investigation could be made on how news reporting courses are being taught, especially what is included during the second semester of the course.

-- A consideration could be made to offer basic news editing as a lower division course perhaps in place of a second semester of lower division news reporting.

Next, in credit-transfer of units:

-- Create a program whereby all four-year journalism departments will give entering students a complete campus orientation and arrange for interview with senior institution adviser prior to transferring.

-- Work out plan for news writing, news editing style test for all students at two- and four-year campus as either sophomores or juniors to help student realistically plan on his future.

-- Look at pre-requisites established for beginning, intermediate and advanced courses so students will be qualified for the courses in which they enroll.

-- List lower division courses and acceptable number of units for each course and consider separation of general and technical journalism units at ACEJ schools.

-- Study methods of counseling and advising at two-year colleges and see how much assistance the journalism program instructors can and do give college counselors.

In the communication area:

-- Use of the Articulation Conference of California as a possible source to make informational presentation to state as has been done by California Ad Hoc Committee on Telecommunications.

-- Study of A Master Plan for Higher Education in California, 1960-1975, adopted in the 1959 session as Assembly Concurrent Resolution No. 88, for applications to journalism.

-- Investigate the realities of job opportunities for future journalists.

Last, under certification, no further conclusions could be found from secondary sources of this study.

IV. Recommendations

Based on the conclusions indicated from this study, the following recommendations are made:

1. The California Journalism Articulation Committee should review the findings and consider them in light of exploration into college journalism curriculum, student credit-unit transfer, communication among institutions offering journalism on high school, two- and four-year college campuses, and the value of participating in the certification of two-year journalism programs in the state.

2. The findings of this report should be circulated to teachers of journalism on high school, two-year and four-year college levels through on-campus reading and discussion, local and statewide conferences and through publication as part of academic literature.

3. Where interested individuals come forth, they should be encouraged to study the findings of this project and do further research into a specific problem area.

Appendices

Appendix A

QUANTITATIVE QUESTIONNAIRE
RESPONSE

PROBLEM AREAS WHICH THE COMMITTEE MIGHT EXPLORE:

A. Curriculum as it relates to Journalism Program Articulation . . .

1. Curricular standards, methods measurement for students and teachers

	NR	0-2	3-7	8-10
a. Basic English skill preparation for upper division work.	0%	10%	40%	50%
b. Criteria for acceptance of courses taken at community colleges: courses are adequate for acceptance of credits and satisfaction of requirements in four-year curriculum.	0	10	20	70
c. Lower division media and society comparison: uniformity, coordination of course descriptions, relevence of current courses, content, teaching methods, evaluation of student progress.	0	20	40	40
d. Lower division skills courses comparison in reporting courses: content, teaching methods, evaluation of student progress.	0	0	40	60
e. Measurement tool for the analysis of different methods of instruction.	0	30	35	35
f. Method for periodic evaluation of all journalism courses in light of their objectives and the needs of students and employers.	0	5	40	55
g. Sophomore journalism test statewide at two- and four-year colleges to determine grammatical, spelling, writing skills to assist in advising students on realistic journalism transfer and career goals.	0	10	40	50

	NR	0-2	3-7	8-10
h. Standards of journalism course work relative to grading, program quality at two- and four-year colleges.	0%	10	35	55
i. Students' typing skills and speed.	5	25	50	25

2. Established or appropriate courses and teaching level

	NR	0-2	3-7	8-10
a. Clarification among senior institution journalism department heads on which courses should be transferrable.	5	25	25	45
b. Content of second semester lower division reporting classes.	5	20	40	35
c. Distinguishing between transfer student's courses and those of the non-transfer.	0	15	40	45
d. Lower division curricular pattern among two- and four-year colleges.	0	15	60	25
e. Matching of lower division description, credits awarded, course number designation for same course at community colleges and senior institutions.	0	15	45	40
f. Proliferation of journalism courses at community college.	5	15	55	25
g. Proper documentation of all lower division journalism courses taken at community colleges.	10	10	55	25
h. Set goals for two-year training.	0	15	50	35
i. Value of and amount of work necessary for grades in community college courses which produce newspapers and magazines.	0	5	65	30
j. What support courses should be taken, what are the common patterns at the community college level.	0	0	85	15

3. New course considerations, curricula realignment

	NR	0-2	3-7	8-10
a. Consider the advisability of vocational emphasis in courses or programs offered or planned.	0	35	45	20

	NR	0-2	3-7	8-10
b. Consideration of exchanging lower division journalism course work for upper division liberal arts courses.	0	40	45	15
c. Consideration of switching some upper division skill courses, e.g. editing, to lower division.	0	35	40	25
d. Interdisciplinary courses: integration with political science, history and society.	0	10	55	35
e. Internships, on-the-job training: whether should be done at two-year level or reserved for fourth year.	0	10	40	50
f. Update on mechanical developments such as newspaper technology, cold type use, video tape television news gathering equipment.	0	10	45	45

B. Credit-Unit Journalism Transfer: Articulation . . .

1. Major credit transfer awards	NR	0-2	3-7	8-10
a. Awarding of credit for community college students who assist in college news bureau publicity writing and/or photography.	0	40	40	20
b. Decision on whether the lower division mass media survey course should transfer as part of the major or as a general education course.	0	20	45	35
c. Problems created (in terms of transfer credits) by trend toward communication courses rather than journalism per se courses.	0	15	35	50

2. Units awarded	NR	0-2	3-7	8-10
a. Allow transfer students to apply excess journalism lower division units to humanities rather than journalism upon transfer.	0	35	35	30
b. Continue work toward a 15-unit transfer program.	0	20	30	50

	NR	0-2	3-7	8-10
c. Excessive numbers of units in professionally related course work outside the major and outside the 12-unit transfer agreement.	5%	35%	35%	25%
d. Increasing percentage of acceptable journalism courses in the major (e.g., accepting 18 units from lower division).	0	30	40	30
e. Recognition by senior institution journalism professors of community college transferees on "good faith" that units are acceptable.	0	15	25	60
f. Recommended general education courses a journalism transfer student should take as part of 40 units of general education credit.	0	10	35	55
g. Solutions to excessive number of publications and other community college journalism credits beyond those accepted for transfer or elective units when student transfers with special reference to accrediting agency credit allowances.	0	10	35	55
h. University acceptance of minimum of 12 semester units of lower division journalism courses.	5	20	15	60
i. Viability of the 12-unit community college journalism transfer limit in view of changing curricula.	0	20	20	60

3. Academic programming	NR	0-2	3-7	8-10
a. Centralized evaluation of transfer work.	0	30	40	30
b. Creation of uniform clearing house of course, unit changes between two- and four-year journalism programs.	0	30	25	45
c. Individualized programming of transfer students.	0	15	45	40
d. More flexibility in programming at the upper division level.	0	10	25	65
e. Testing of transfer students at beginning of junior year.	0	35	30	35

C. Communication, Inter-Campus and Beyond: Articulation

1. Employment availability	NR	0-2	3-7	8-10
a. A review of the numbers of journalism students at lower and upper division level and projections for location of jobs in the media.	5%	5%	40%	50%
b. Periodic publication of availability of journalism-related jobs for students, counselors, advisers by emphasis: newspaper reporting/editing, photography, magazine writing, broadcasting.	5	10	35	50
c. Placement of graduates from four-year universities: participation by journalism department of the senior institution itself.	5	5	35	55
d. Study of job opportunities for community college terminal graduates.	5	20	20	55

2. Information publication	NR	0-2	3-7	8-10
a. Publication of expanded lower division course descriptions for two- and four-year institutions.	5	10	45	40
b. Published form of public relations on behalf of the value and purposes of college journalism ; printed especially for those not acquainted with the field (e.g., college administrators, visitors to high school and college career centers).	5	10	35	50
c. Publication of textbook list of two- and four-year colleges in lower division courses.	10	15	45	30
d. Publishing compilation booklet of lower division major/general ed requirements at all state public and private institutions where journalism is offered.	5	15	30	50
e. Updating brochure by Pasqua and Overbeck on state senior institution journalism transfer programs.	5	5	35	55

3. Program information - idea exchange	NR	0-2	3-7	8-10
a. Courses offered at community college that are not accepted at four-year schools where they are upper division courses or parts of an emphasis (e.gs., press history, editing, advertising, public relations).	0%	20%	40 %	40 %
b. Local annual meetings where two- and four-year college journalism teachers could discuss mutual programs and problems.	5	5	5	85
c. Methods so that students will be properly prepared for journalism-related major (e.g., printing or graphic arts major).	0	15	50	35
d. Methods to better communicate between levels of journalism education: high school, two- and four-year institutions.	0	5	30	65
e. Methods to encourage four-year journalism professors to see the value of lower division community college publications course experience.	0	10	25	65
f. Methods to familiarize community colleges of required-for-major courses at lower division level which are hard to get at senior division standing (e.g., photography).	0	10	45	45
g. Methods to notify community colleges when programs are changed by four-year university journalism departments.	0	0	35	65
h. More faculty interrelationship meetings encouraged at state conferences with journalism articulation as the meeting subject.	0	5	30	65
i. Program whereby two-year faculties might be encouraged to visit and evaluate the four-year journalism departments.	0	10	25	65

	NR	0-2	3-7	8-10
j. Survey of media, etc., courses at community college level to ascertain where course is established to lead directly into or to support reporting course or newspaper staff course.	0%	30%	35%	35%

4. Miscellaneous program concerns	NR	0-2	3-7	8-10
a. Declaration on ratios of classes in three primary areas of activity, content and skill courses.	5	20	45	30
b. Elimination of upper division work where it is redundant.	10	15	30	45
c. Establishment of state-wide journalism advisory committee to consider future needs of field and recommend policies, courses, types of training newspapers and professionals need.	0	10	30	60
d. Explore qualifications of journalism teachers at all levels: high school, two- and four-year colleges.	0	5	50	45
e. Study of journalism transfer student after transfer and after graduation from four-year school in terms of where placed and how he evaluates his community college and senior institution journalism course experience and preparation for the market place.	0	0	50	50
f. Success of articulation between two- and four-year programs.	0	0	50	50

D. Program Certification/Accreditation	NR	0-2	3-7	8-10
a. Acceptance of certification process at two- and four-year institutions.	0	5	30	65
b. American Council for Education in Journalism strictures on community college journalism.	5	10	40	45
c. Certification of the four-year programs by the California Journalism Articulation Committee process.	5	0	40	55

	NR	0-2	3-7	8-10
d. Communication methods which will inform the two- and four-year journalism teachers of the activities of the California Journalism Articulation Committee.	5	0	40	55
e. Development of certification process for those four-year schools not intending to apply for American Council for Education in Journalism accreditation.	0	10	40	50
f. Meaning of certification or non-certification and how this process will relate to transfer of credit.	0	0	50	50
g. Published communication detailing the purposes for and projected impact of certification of two-year college journalism programs upon the four-year journalism departments.	0	5	30	65
QUESTIONNAIRE TOTALS	1.6	14.5	38.5	45.4

Appendix B

ANALYSIS OF QUESTIONNAIRE PRIORITY STATEMENTS
ACCORDING TO t-TEST

Statement	NR%	0-2%	3-7%	8-10%	Mean	SD	t
Local annual meetings where two and four-year college teachers could discuss mutual problems and programs	5.	5.	5.	85.	8.74	2.33	0.00
Methods to notify community colleges when programs are changed by four-year university journalism departments	0.	0.	35.	65.	8.20	2.12	0.77
More faculty interrelationship meetings encouraged at state confererces with journalism articulation as the meeting subject	0.	5.	30.	65.	8.10	2.22	0.89
Acceptance of certification process at two- and four-year institutions	0.	5.	30.	65.	7.85	2.54	1.15
Communication methods which will inform the two- and four-year journalism teachers of the activities of the California Journalism Articulation Committee	5.	0.	40.	55.	7.95	1.87	1.16
Certification of the four-year programs by the California Journalism Articulation Committee process	5.	0.	40.	55.	7.79	2.30	1.27
Methods to better communicate between levels of journalism education: high school, two- and four-year institutions	0.	5.	30.	65.	7.70	2.64	1.32

APPENDIX B--Continued

Statement	NR-%	o-2-%	3-7-%	8-10-%	Mean	SD	t
Program whereby two-year faculties might be encouraged to visit and evaluate the four-year journalism departments	0.	10.	25.	65.	7.60	2.82	1.39
Methods to encourage four-year journalism professors to see the value of lower division community college publications course experience	0.	10.	25.	65.	7.55	3.05	1.39
Study of journalism transfer student after transfer and after graduation from four-year school in terms of where placed and how he evaluates his community college and senior institution journalism course experience and preparation for the market place	0.	10.	25.	65.	7.55	3.05	1.39
Criteria for acceptance of courses taken at community colleges: courses are adequate for acceptance of credits and satisfaction of requirements in four-year curriculum	0.	10.	20.	70.	7.55	2.86	1.44
University acceptance of minimum of 12 semester units of lower division journalism courses	5.	20.	15.	60.	7.26	3.75	14.6
Establishment of state-wide journalism advisory committee to consider future needs of field and recommend policies, courses, types of training newspapers and professionals need	0.	10.	30.	60.	7.35	3.22	1.57

APPENDIX B--Continued

Statement	NR-%	0-2-%	3-7-%	8-10-%	Mean	SD	t
Published communication detailing the purposes for and projected impact of certification of two-year college journalism programs upon the four-year journalism departments	0.	5.	30.	65.	7.50	2.48	1.63
Recognition by senior institution journalism professors of community college transferees on "good faith" that units are acceptable	0.	15.	25.	60.	7.15	3.60	1.66
Method for periodic evaluation of all journalism courses in light of their objectives and the needs of students and employers	0.	5.	40.	55.	7.40	2.56	1.73
More flexibility in programming at the upper division level	0.	10.	25.	65.	7.25	3.01	1.75
Solutions to excessive number of publications and other community college journalism credits beyond those accepted for transfer or elective units when student transfers with special reference to accrediting agency credit allowances	0.	10.	35.	55.	7.20	3.14	1.76
Success of articulation between two- and four-year programs	0.	0.	50.	50.	7.45	2.28	1.77

APPENDIX B--Continued

Statement	NR-%	0-2-%	3-7-%	8-10-%	Mean	SD	t
Basic English skill prepar-tion for upper division work	0.	10.	40.	50.	7.05	3.24	1.90
Recommended general education courses a journalism transfer student should take as part of 40 units of general education credit	0.	10.	35.	55.	7.25	2.59	1.91

Appendix C

QUALITATIVE QUESTIONNAIRE
RESPONSE

Responses for this report were from panelists participating in the Delphi survey. Panelists' responses were shuffled in order that participants could not be identified; where reference to a specific college or university was made, it was reported as a blank line. Some editing was done in part by the author of this project.

First, in the curriculum area:

1. Program experimentation should be allowed without one part of higher education imposing regimenting boundaries on another's offerings.

2. Adequate preparation in the English skills area is needed; and in conjunction with this state-wide test should be used to assist in advising students on journalism transfer and career goals.

3. The need is great to monitor courses, grades and programs and their acceptance at four-year colleges and by employers. The elasticity of our screening role may need tightening.

4. Course proliferation is a problem. The typical journalism major is happiest when he can concentrate on courses, which on the surface, are his career objective. Math, foreign language, psychology, etc. are things he is not interested in if he can substitute journalism for them. He should concentrate on them well beyond those required for the A.A. degree or for college transfer.

5. These things should receive the first consideration -- English skills, course transferability, reporting skills, upper division test for skills, clear up what courses transfer and support in journalism, clear up content of second semester lower division reporting course, identify transfer and non-transfer students, match lower division course numbering and content, consider value and number of production courses, consider value of vocational emphasis and internships.

6. I am pleased to see important emphasis on basic skills, an area of increasing concern.

7. I think it's beyond the ken of the committee to come up with measurement tools with which to analyze different methods of instruction.

8. Re: content of second semester lower division reporting classes, I am concerned about acceptance of courses, but I am more concerned that what and how we offer them is of genuine value.

9. Re: internships, on-the-job training, leave to four-year college; I say this as former professional who worked with interns.

10. There are some graduate schools that operate on the theory that a student is not ready for a course in journalism until his fifth year of college. We operate on the theory that the average student does his best work in his junior and senior years; hence, we put most of the program there. And the two-year colleges operate on the theory that with a little pushing that student can become a capable journalist in two years.

11. Re: matching of lower division description, credits awarded, course number designation for same course at community colleges and senior institutions, maybe I've just given up on this one; I think all local institutions have their own system of designating course numbers; we could and should do a better job of coordinating course descriptions.

12. Such courses as editing are a must for a two-year certificate or terminal program -- basic editing, copy reading, makeup, etc. should be an integral part of any two-year program -- a second or third semester course.

13. Re: setting goals for two-year training -- without goals, what have we and where are we going?

Next, in the credit-unit area:

1. If the student really learns, I would not -- and he should not -- put primary consideration on credit acceptance.

2. The junior college is a journalistic learning experience and practice gold mine. Many outstanding students wind up with far more journalism than they can actually transfer (i.e., production classes, etc.). However, it's this experience that makes them highly qualified juniors upon transfer. Four-year people should realize this and not knock it.

3. We can justify work on almost all of these publications on the basis of vocational training. We can't expect four-year institutions to give us credit for all of them -- and shouldn't.

4. Re: allowing transfer students to apply excess journalism lower division units to humanities rather than journalism upon transfer -- we won't accept excess units either way.

5. Re: testing of transfer students at beginning of junior year -- only if all the schools' sophomores take the test.

6. Four-year schools can hardly give blanket acceptance to just any course taken at a two-year school, especially since they have no quality control of courses. Proper documentation and accrediting may help.

7. We are still getting transfer students with 30 and 40 lower division units in journalism -- mary more than they can use for college credit toward the degree.

8. The "20-plus unit transfer." Is there such a student? If yes, why does the community college not restrict the student in terms of journalism courses and encourage students to take more classes in liberal arts, social sciences or natural sciences? This calls for more advising -- more demands of time on the community college instructor.

9. A transfer student who turns up on our doorstep with 15 or 20 or more lower division units poses for us an impossible problem. We are compressed at one end by the ACEJ (American Council on Education for Journalism) accreditation process, which limits us to about one-fourth of a student's total program -- 31 or 32 in journalism. (I'm talking about semester units, not quarter units.) Squeeze at the other end leaves us with nothing to do!

10. I agree with the majority to study the trend in journalism education toward communications rather than journalism, per se; and consider "good faith" package of 15 units for two-year transfer. I also agree that there should be consideration of the general education and support courses, with more flexibility in upper division programming.

11. I think community college journalism transfer units should not be expanded. The rules of the ACEJ wisely penalize colleges which permit an overemphasis in journalism at the lower division level. Community college journalism advisers should learn to live with this rule and be honest enough to tell their students to concentrate on meeting college and university lower division requirements.

12. The data suggest we need to take a careful look at the internship programs offered by community college and four-year institutions. Perhaps internships should be offered for credit at both levels, but with somewhat different goals in mind.

13. In the major credit transfer awards area, I see no difficulty; indeed, we need more communication courses rather than fewer as implied by the questionnaire. Our students will have broader futures than just journalism, and we have the best liberal arts major of the era in communication if we let it become a social science/humanities hybrid with vocational touches. It would appear some disagreement in this area is perhaps more a labor struggle over who gets to offer certain units and the four-year school would rather pad its staff by denying some courses to the two-year college. I would say this as a traditionalist, feeling that there should be restraints to what community colleges should offer. Simply, if a transfer takes one course per semester, aside from publication staff work, that is only 12 units, and surely 4-6 staff units aren't going to hurt the student. Herein, uniform clearing house action on course and unit changes may be a rich answer to transfer difficulties.

14. Good faith acceptance of community college journalism units must exist where justified for there to be established a continuum of quality journalism education. When four-year journalism programs accept one-third journalism units toward the major from the solid community college journalism program in "good faith" then there will be pressure to put on community college journalism programs to prove themselves, to be evaluated and certified? This good faith should include "any" units coming from the good community college journalism program, not "this" or "that course is ok, but not that one." Equivalency unit requirements are ridiculous because both two- and four-year journalism programs vary immensely in what they offer the first two years of college.

15. The data suggest that there is considerable concern about the possibility that some students may be accumulating an excessive number of credits related to work on college publications. In some cases these students might spend this time more profitably in general education courses, or possibly by serving as interns on community newspapers.

16. There is nothing wrong in testing the community college journalism transfer as long as students of the four-year program also are tested -- all anonymously and with a test constructed by persons outside either the transferring or accepting programs.

17. I find the clearing-house idea intriguing. There seems to be considerable support for the idea based on the data shown in the questionnaire. I visualize the clearinghouse as an office to gather and disseminate data concerning changes in courses offered by community colleges and four-year institutions.

18. Seems to me this entire section is an indication that "more articulation" is needed and desired by the respondents.

Communication responses:

1. We should address ourselves to a study of job opportunities for two-year grads, if only to show that such opportunities are limited (I suspect).

2. Regional efforts in communication which flow both downward and upward, including high schools, two- and four-year colleges, and university graduate programs are critical. Each group seems to show typically a measured contempt or disregard for the "lower" level. High school journalism faculty members are probably not immune; they may behave similarly with junior highs. It would seem the four-year college could establish core territories in this matter and exert some real leadership in two-way communication.

3. Good counseling is weak at the community college level. It must be improved. To accomplish this, more information on four-year journalism programs must be sent to the community college people. The two-year people must have at least some resource catalogs to advise students. Also, to advise knowledgably, community college people must know what four-year programs accept how many journalism units in transfer, what is the prevailing philosophy, what is the student -teacher ratio. The articulation committee might facilitate this kind of communication by putting out a pamphlet outlining the various programs, with comments and recommendations. The four-year journalism education must know more about the quality of the programs from which they are accepting students.

4. The data suggests that we do not have enough information available to us concerning the various journalism-related jobs. Perhaps this is the function of AEJ (Association for Education in Journalism). At present we are not doing an adequate job of gathering and disseminating information about the many facets of employment in journalism.

5. My hunch is that mutual suspicions could be lessened if we got to know each other better (but then, that's the theory behind the U.N. too). But if we could get together, at CNPA (California Newspaper Publishers Association) winter or Editors conference or at JACC (Journalism Association of Community Colleges) convention, that might be a real service to us all. I'm not sure we should try to set up a special conference -- that's adding to what we already have (time, expense).

6. I am not too concerned with the fate of the journalism transfer to the four-year college. He will have an opportunity to fit his career goals into the strictures of the job market. A journalism graduate from _____ or any other accredited journalism program has many options -- some of them outside the media field -- for which his academic background gives him an edge. The A.A. journalism degree holder, on the other hand, is the low man on the totem pole.

7. The entire communications section of this survey points up the need for more interchange between two- and four-year college teachers. The state-wide articulation committee has been serving a necessary and useful function. However, based on the data revealed by this study, it appears that journalism faculty members desire additional channels of communication that will allow them the opportunity of hearing about and discussing articulation matters. One way to do this would be to arrange sessions at statewide and regional journalism conferences. Perhaps these meetings could be conducted by members of the statewide articulation committee.

Matters of Program Certification:

1. The evaluation/certification process can help communication by providing an accurate appraisal of those community college programs which are evaluated. A willingness by four-year people to be responsive to certified program units would also facilitate the progress and its value to the two-year programs.

2. I must confess I'm not highly supportive of the current plans for two-year college "certification." It appears to be regional in nature (friends reviewing the work of friends). Also, there are so many differing standards among two-year colleges relative to numbers of students, faculty, approach to journalism, budget, quarters, etc. Finally, I don't really see the purpose other than status (which, as I mentioned, I question).

3. This array of items on the questionnaire response is quite feasible and we could move ahead easily on most of these dimensions immediately. I have heard criticism of existing criteria from community college sources who contend the current criteria for certification are too parallel to ACEJ's and thus discriminate against the typical suburban or rural one-person journalism department.

4. Four-year journalism programs should also be evaluated. The process is not only valuable as an exercise of self-study, but it can be used to provide information which can be collected and distributed to community college journalism people, thus enhancing communications and the quality of counseling.

5. I agree in the importance of a state-wide journalism advisory group which could help with articulation, elimination of duplicity between four- and two-year training if transfer is the student's goal, and follow-up study of transfer problems. I also agree with the majority that study must be given of certification, both two- and four-year level.

6. Obviously, this section deals specifically with the work of the committee and we should get cracking on it pretty soon.

Finally in the General Comments section, panelists for this research project had many helpful thoughts throughout their participation. Several said that the questionnaires were too long and tedious, that in some places it was difficult to interpret the specifics of a statement in the round two quantitative questionnaire or how to react to the percentage returns.

A random selection of General Comments follow:

1. One thing about such surveys concerns me especially if the study involves many answers on a rather lengthy questionnaire. Do I assign relative point or scale value to a statement because I agree or disagree with that statement? Or do I assign a value because I think the subject matter is something we should discuss -- regardless of whether I agree or disagree? I think I know what you were after, but I may not have been all that consistent in answering. (And, perhaps, others were as inconsistent.) F'rinstance: what does the response grouping mean in Academic Programming, A. 3 e? Does it mean those people agree or disagree that transfer students should be tested? Or does it mean this is considered by some to be a problem and we should discuss it?

2. The Journalism Articulation Committee should be made more salient to journalism faculty across the state. At the moment, it would seem that salience is greater with the community than with four-year colleges. The committee should begin to exert some muscle, if for no other reason than to be a respected voice which can speak out against such casual dismissals of journalism as by the UC in eliminating high school journalism as a writing course for UC admission. Perhaps this study has enhanced that salience, at least for its participants.

3. Phrasing made parts of this study hard to comprehend.

4. You have uncovered some helpful information as a result of this study.

5. I fail to see the significance of doing just a study of what a panel of 20 think are the problems articulation should be considering. The big unanswered question still is "what do our constituents feel are the problem areas?" You can't possibly base a dissertation on the evaluation of just a committee and its hearing.

6. I believe that it is important for your findings to be circulated among all segments of journalism educators, high school as well as college. Perhaps the Western Newspaper Foundation could sponsor a workshop built around your theme and invite all journalism educators to participate.

7. I've encountered few difficulties transferring my students, perhaps because the people at our neighboring colleges have been most cooperative.

8. We at the community college teach 15 to 40 hours a week with our lecture classes, activity classes and advising. The four-year people have fewer classes and hours. It's hard to match. We also have trouble getting good students. We may have 75-100 students and only three majors in "J", We therefore have to teach quite differently. Our "J" classes are exploratory or fun classes while university classes (may) be all-most all "J" majors. Our budgets due to the "volunteer" associated student body cards are "too small." Universities have a better financial set-up. Our facilities are often equal but we are activity advisers while university people only teach. We advise and lecture. Our jobs are not equal but we try to match classes, so we are teaching equal. Probably only LA Pierce and Valley community colleges are better than university journalism departments. Maybe we ought to let them talk for us so the university pepole will feel "inferior" for a change.

9. My general observation is that my responses seem close to those of the majority in most instances, differing most on items where a four-year person might disagree with the two-year college people's views.

10. Responsibility of the press with the freedom of press is important. The necessity for professional, working attitudes on the parts of teachers and students is important. Responsibility and the J canons should underline any journalistic effort. Too often too many (teachers and students alike) look at college journalism as a trip...(ego, do-gooder, problem solver, eagle-eyed watch dog, and the view is from the poly sci or sociology or some other pedestal. College journalism needs to do itself some PR (public relations). It must have credibility with the professional, academic and real world. (And, let us not forget that journalistic skills are highly marketable outside the main stream journalism; they're worthwhile for any major to dip into.)

11. I would like to see the articulation committee consider the concept of taking a reasonable number of journalism units from large well developed community college journalism programs (in excess of 12 units) and balance out the B.A. requirements with additional liberal arts (general education) or collateral courses rather than repeated journalism classes at upper division level.

12. Can we develop a model of suggested courses for the journalism transfer outside of journalism (i.e., economics, sociology)? This becomes a problem at the university level when the student is recommended to enroll in courses and cannot do so because he or she has not taken the lower division prerequisite, i.e., economics or sociology.

13. I suspect it depends a lot on the student -- and the college. Perhaps we are all operating on the theory of self preservation. But if we graduate someone, we are certifying that he is capable according to our standards. And we would be very nervous about doing that if he had not done most of his work with us. I don't know the answer to this dilemma, but perhaps your study will shed some light on it. It's certainly an interesting and thoughtful effort.

14. Do agree that certification information (purposes, potential outcomes and impacts, etc.) should get to four-year school people. There needs to be increasing recognition of good and excellent two-year programs as well as indications as to why other two-year programs do not measure up.

15. I tried to answer all questions, but frankly I was uncertain as to meaning of a fair number of the "statements."

16. The responses are really subjective. I am sure that if you administered the same set of questions again, you would get entirely different answers from me. I was not too sure of the intent of some of your questions.

17. There is a problem of luring people into journalism for the sake of numbers. Quality should be stressed over quantity. Departments, programs, etc. shouldn't be built on numbers that have to be maintained to save faculty jobs, keep up on the budget, etc. This seriously challenges the goal, motive, real validity of so-called J-factories. More students should be screened out, or counseled out, or otherwise given the word at the junior college, or first year in four-year work -- or what their chances of cutting it are.

18. I could very well fault my responses. However in many cases, I have graded a point down because I feel we have been and are clearly doing a good job in the area. In others, I feel that the local college should determine importance of the item for itself, rather than by mandate -- individual differences. Enjoyed participating.

19. Some "questions" have more than one part. Some "questions" aren't worded well.

20. Once we certify everybody, win four-year school acceptance of certification, develop a more uniform curricular pattern, confront the 25-75 unit graduation problem and its implications for transfer students, and put out fires on a case-by-case basis, I'm not sure the committee will have a function. But I suspect we'll never fully achieve these goals.

21. Re: statements for study, that is probably enough work to keep the committee going for the next four decades.

Appendix D

DELPHI STUDY PANEL

On California Journalism Articulation Committee

Two-Year Colleges

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Fullerton

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Southwestern College
Chula Vista

Wayne Overbeck, Ed.D.
Pepperdine University
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Non-Committee Members on Panel

Philip L. Forthun, M.A.
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Eureka

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Vita

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Summer 1977

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UNIVERSITY OF CALIF.
LOS ANGELES

FEB 18 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES